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ABSTRACT

This annotated bibliography, intended for researchers and teachers, lists materials about reading while listening. The entries are organized into five sections: materials for reading while listening, descriptions and assessments of reading-while-listening methods, empirical studies of reading-while-listening methods, theoretical issues related to reading while listening, and tests of listening and of reading. Each entry includes a bibliographic reference and an annotation; publishers' addresses are provided in an appendix. (AA)

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READING
WHILE
LISTENING

AN
ANNOTATED BIBLIOGRAPHY
OF
MATERIALS AND RESEARCH

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INTRODUCTION

This annotated bibliography is intended to be of use to researchers and to teachers who wish to discover what material is available for reading while listening, to assess the method itself, and to consider carefully its possible applications and limitations.

There are indications from the amount of material recently produced that reading while listening is becoming an important method for developing reading ability. The reading while listening approach is, in fact, by no means new for it was used extensively in the nineteenth century (see Neville and Pugh, 3.10). More recently, however, the ready availability of sound recordings, especially of cassettes, has made the method acceptable for individualised work.

The popularity of the reading while listening approach undoubtedly owes much to its simplicity and to the effect of recorded aural input which is to permit the child to 'read' more difficult material, or a greater volume of material, than would otherwise be possible for him. Some of its advocates have argued that reading while listening counters adverse effects of analytical approaches to reading skill development by giving the child an enjoyable experience of achievement in reading.

The argument as to whether immersion in practice in a realistic task is likely to be of greater value than the learning of subskills which are later synthesised, is an open one. Writers on the teaching of modern languages have clarified the debate but seem to fluctuate in their conclusions. A balanced view with regard to teaching foreign languages is given by Rivers (4.14) who argues that both 'intensive' and 'extensive' work in reading is necessary. Those who are concerned with teaching native school-children in their early years have sometimes argued that children should as soon as possible experience reading of the type undertaken by adults. An extreme view is that of Buswell (4.2) who held that reading should be silent from the earliest stages. However, as one of us (Pugh, 4.13) has argued elsewhere, this view is mistaken since the model set by the competent adult reader provides a model to be attained and not one to be copied.

How precisely the learner moves from not being able to read at all to the position where he can read effectively as an adult is far from being defined. Nevertheless, the model suggested by Goodman (4.7) has proved useful. Goodman suggests that there are three stages in the development of reading competence; these stages, which overlap to some extent, have been designated (in Pugh, 4.13) the oral, the aural, and the silent.

At the oral stage, the child's normal mode is reading aloud, whereas at the silent stage the reader will rarely resort to making audible utterances while reading. The aural stage is not just somewhere in between, but has as its own characteristic a 'listening in' to the text. On this model, the reading while listening method is likely, on both theoretical and practical grounds, to be most useful at the aural stage. However, the materials which are available do not relate exclusively to this stage.

The basic reason for our undertaking a review of these materials is that no such review exists. Our reason for reviewing the few empirical researches, and the rather greater body of description and assessment, is that we feel that there is some danger of reading while listening creeping into common use in schools, not only untested as an approach but without enough thought being devoted to when the method is useful and what it is useful for.

Some important theoretical issues are raised by the use of the reading while listening method and these are referred to in this bibliography. One fundamental doubt is whether it is, in fact, possible to simultaneously use two information input channels as the use of the method presupposes. Broadbent (4.1) among others has queried this possibility in another context. One may evade this difficulty by saying that the psychological explanation of what happens during reading while listening is necessarily more complex than the naive view that the reading and listening are simultaneous; yet there are still other important questions about the activity. In particular, there is the school of thought which argues (though apparently against the evidence) that reading in adults is unaccompanied by subvocalisation and that vocalisation is, therefore, likely to harm children's reading development. There is not space here to enter fully into the debate about the role

of silent speech and subvocalisation in reading but we would direct the reader to some of the references in section 4 of this bibliography. Our own view and findings with regard to the possible effects of reading while listening on subvocalisation are given fairly fully elsewhere (Neville and Pugh, 3.9). It is sufficient to say here that if one accepts that there is an aural stage in the development of reading skills, then the use of aural input is quite acceptable and unlikely to be harmful.

In the first section of the bibliography we have attempted to include all materials available in Great Britain for reading while listening. We have not, however, listed materials for listening alone even though publishers often claim that listening practice will aid reading development. This claim is, in fact, dubious (see Daly, 4.4).

The section on descriptions and assessment of the method is not restricted to British work but attempts to be exhaustive. The section on empirical research is slight because little empirical research appears to have been carried out.

The section on theoretical issues is necessarily selective and in general we have tried here to list either bibliographies or review articles which will permit the reader to enter more fully into those fields. We have, nevertheless, listed in this section a few references to publications which appear to be extremely important for a consideration of the theoretical basis of the reading while listening method.

Our final section, on tests, does not include any tests specifically designed for reading while listening, since we have been unable to discover any in existence. Instead, we have listed those reading tests which have been, or could be, adapted for testing reading while listening. In addition, we have listed published listening tests, on the grounds that there is no readily available list of these tests. Listening tests may well be used in assessing the outcome of a reading while listening programme, particularly since material for reading while listening is in origin written text (as opposed to true spoken discourse). Reading tests would also, of course, be used in such assessment but we are content here to refer to a few of the several annotated lists of reading tests since this is an area which has been frequently surveyed.

In this introduction, we have cited references by giving their section and serial number in the bibliography. Within the sections themselves we have adopted a similar method of citation for cross-reference. Thus, for example, references in the section on materials contain cross-references to any relevant descriptions, assessments or empirical studies.

Thanks are due to the many publishers who have answered our queries, to the School Broadcasting Council for the United Kingdom and to a number of researchers in related fields who have given us guidance. Nevertheless, we are aware that this bibliography will suffer from some omissions and we invite readers to tell us what we have overlooked.

1. MATERIALS FOR READING WHILE LISTENING

This section includes published material and apparatus intended for developing the reading of native English speakers in a reading while listening situation. Reading books are in general excluded, unless they are accompanied by a recording of the text. However, it seems useful to give references to two series of plays in which the parts are graded for reading difficulty.

The many audio materials for learning foreign languages (including those for foreigners learning English) are omitted. Materials for developing listening skills are also omitted, even though it is sometimes claimed (but see Daly, 4.4) that an improvement in listening skill causes an improvement in reading skill.

Addresses of publishers of the materials listed here are given in the appendix. It has not always been possible to discover the original publication date of materials; however, unless otherwise noted, the materials were commercially available when the list was compiled.

1.1 AUDIOCARDS

BOREHAM WOOD, HERTS. : C.I. AUDIO VISUAL, 1972.

The only title so far produced in this read and listen pack is *Peter's Everyday Birthday*. The pack consists of 16 double-sided laminated cards with coloured illustrations above some written text. Also included is a cassette with the narrated version of the text read at a slow rate on one side and the same text read at a normal rate, with music and sound effects, on the other. Side 1 is recommended for reading while listening practice and side 2 for entertainment purposes only.

1.2 AUDIO PAGE

LEEDS : E.J. ARNOLD, 1970.

Also known as the Syncrofax, the 'audio page' has the recorded message and the visual message contained on either side of a work card which is fitted onto a machine with playback and record facilities. Later models have the useful facility of fast forward and rewind buttons included. Some materials have been produced commercially for this machine (see 1.3 below) and blank pages are available cheaply for teachers to prepare their own audio work cards.

1.3 AUDIO PAGE SOFTWARE

LEEDS : E.J. ARNOLD, 1973 on.

The *Phonic Alphabet Programme* designed by the Dudley Language Aids Group has been published in four stages, each stage consisting of 24 audio pages suitable for use on the Syncrofax machine. The first two stages deal with initial letter sounds. The child is required to trace his finger over the large print letter on each page and look at the coloured illustrations and the single words, printed underneath them.

In addition, A.E. Tansley has recorded audio page revision programmes for his *Listening to Sounds* scheme (10 pages) and *Sound Sense* scheme (12 pages). These schemes are published by E.J. Arnold.

1.4 AUDIO VISUAL CHILDREN'S STORY READERS

BOREHAM WOOD, HERTS. : C.I. AUDIO VISUAL, 1972.

Three children's stories: *Jack and the Beanstalk*, *Cinderella* and *Little Red Riding Hood* (also available in the *Classic Children's Stories Series*) are combined, in one ring binder, printed on acrylic illustrated cards. Records or cassettes of the stories are available; these include audio signals for page turns as well as music and sound effects. (see also 1.7)

1.5 BREAKTHROUGH NURSERY RHYMES AND RECORD

HARLOW, ESSEX : LONGMAN.

A 12 inch LP recording supplies spoken and sung versions of the nursery rhymes included in the *Sally Go Round the Sun* set of 24 illustrated nursery rhyme cards.

1.6 CARD READER

BRENTFORD : RANK AUDIO VISUAL, 1975.

The Card Reader is Rank's equivalent to the Language Master. No printed software has been produced to date. Teachers may produce their own cards by writing and recording on blanks which are available. These blanks are compatible with Language Master equipment (see 1.12).

1.7 CLASSIC CHILDREN'S STORIES

BOREHAM WOOD, HERTS. : C.I. AUDIO VISUAL, 1969 on.

The sound versions of the stories in this series are available on record or cassette. The commentary follows the printed text exactly. Side 2 of each cassette includes the music and sound effects only, 'for free expression'. Titles available include:-

Jack and the Beanstalk, Little Red Riding Hood and Cinderella, three titles which are also available in the *Audio Visual Children's Story Readers* (see 1.4). Forthcoming 1975 titles (without slides) are: *Pied Piper of Hamelin, Puss in Boots, Hansel and Gretel* and *Peter's Everyday Birthday* (with slides).

1.8 CLIFTON AUDIO VISUAL PROGRAMMED READING MATERIAL

BROWN, R.I. and BOOKBINDER, G.E. HARLOW : E.S.A.

This material consists of two open-reel tapes containing 40 lessons lasting three or four minutes, together with a set of 40 workcards for the recorded lessons. It is designed for children and adults who are backward in reading, and not for beginners. After each sound is given by the tape the student is required to repeat the sound. Some useful practice is provided in the synthesis of the phonetic elements of words. The authors report the productive use of both the *Ladybird* scheme and the *Royal Road* scheme used in a parallel fashion. A supplementary writing programme has also been developed for use alongside the audio visual programme. Informal diagnostic material is also included. Successful field trials have been reported by the authors of the materials for various groups (see 3.1 for the report).

1.9 DISNEYLAND RECORDS

LITTLE LP'S SERIES. LONDON : BUENA VISTA RECORDS.

This is a series of 46 *Little LP'S* each accompanied by a 24 page book with coloured illustrations. The child may read word for word what the narrator says on the record, as well as listening to musical interludes. Titles include *The Jungle Book, Dumbo, Davy Crockett* and *Robin Hood*. The instructions are to 'SEE the pictures, HEAR the record, READ the book'.

1.10 ENGLISH COLOUR CODE

PROGRAMMED READING COURSE

MOSELEY, D. LONDON : E. & E., 1975 on.

The new edition of these materials consists of 50 workcards (specially laminated so that they may be written on with water-based felt-tip markers and wiped clean) and twenty-five hours of recorded material for use with the cards. Various aural-visual exercises in word building are provided for reading ages from 5 to 10 years and an interest level of 8 years to adult is claimed. The vowel graphemes which are colour-coded, are introduced one at a time. A syllable study which is included later in the programme, provides exercises in developing spelling power through syllabification methods. (See 2.9)

1.11 LADYBIRD CASSETTES

LOUGHBOROUGH : LADYBIRD BOOKS.

Ladybird Keyword Reading Scheme books have been recorded with musical accompaniment to encourage rhythmic patterning in vocalisation thought to be of use in the reading of long span phrases. The words are sung on the tape while the child follows with his finger and then the tune alone is presented so that the child can add his sung version.

Straightforward recordings of some of the *Ladybird Keyword Reading Scheme* books (3a, 4a, 5a and 6a) are also available. Unfortunately, these texts do not easily lend themselves to interesting and meaningful oral production. (See 2.6)

1.12 LANGUAGE MASTER

WEMBLEY : BELL AND HOWELL A-V.

This machine combines the aural and visual message by use of cards which are fed through a machine which has record and playback facilities. The child feeds a word or phrase into the machine and he may look at it and listen to it as many times as he desires. He may also attempt to record his own spoken version of the word onto the twin tracked tape. The Language Master may be useful for building up a basic sight vocabulary and for learning short phrases, as well as for various phonic word sorting games. However, there is no way of ensuring that the relevant part of the visual display is being attended to simultaneously with the aural display.

1.13 LANGUAGE MASTER SYSTEM SOFTWARE

CARDIFF : DRAKE EDUCATIONAL ASSOCIATES, 1965 on.

Audio-visual Language Master cards are produced for the *Lady-bird Keyword* and the *Magic Roundabout* reading schemes. A Word Study Kit and a Word Blending Kit are also available. These cards are unrecorded so that teachers may use their own voices and allow for regional variations in pronunciation as well as adding the 'personal touch' to the materials.

1.14 LISTENING AND READING

LONDON : BBC, 1971 on; also HARMONDSWORTH : PENGUIN, 1973.

The BBC regularly broadcasts series of radio programmes for children to listen to while following a text. The texts, which follow the broadcasts word for word, aim for high interest and avoid control over vocabulary. It is intended that teachers should record the broadcasts so that children can hear them several times. Little follow-up work is suggested and the use of texts for comprehension tests or close analysis is discouraged. There are three series, recommended for ages 6-7, 8 and 11-13 respectively, although the series have been used with children outside these age ranges. Penguin have published the books and cassettes for the stories in series 1 and 2. In addition, they have made available LP recordings of stories in each of the first and second series. The BBC publishes the booklets quite inexpensively and deliberately avoids illustrations. Penguin booklets are illustrated, although a complete set of stories for each series is also available in one unillustrated volume. Since the stories used are varied from time to time, the BBC's current School Broadcasting Programme should be consulted for up-to-date information on current broadcasts. (See also 2.1, 2.3, 2.4, 2.12 and 3.10.)

1.15 LISTENING TO SOUNDS

TANSLEY, A.E., LEEDS : E.J. ARNOLD, 1970.

This is a series of nine cassettes each containing four lessons of increasing complexity. Early tapes contain exercises in auditory sequencing and rhythm; later tapes introduce practice in sounds for the first two books in the *Sound Sense* series. Two workbooks have also been published for the *Listening to Sounds* cassettes.

1.16 LOOK AND READ

LONDON : BBC, 1966 on.

This television series for juniors (aged 7-9 +) has been broadcast over a number of years. The stories used are changed from time to time and up-to-date information can be found in the BBC's current Annual Programme of School Broadcasts. However, the series usually consists of about 10 broadcasts, intended for first and second year juniors, and accompanied by a pupil's book. Each programme contains -

- i) A film of episodes of the story;
- ii) look-say and phonic practice;
- iii) a song accompanied by animated letters for phonic practice;
- iv) presentation of an extract from the story on the screen so that children may read it aloud, as a group.

It is interesting to note that the principles underlying this series differ from those underlying the BBC's *Listening and Reading* (1.14) in that here vocabulary is controlled and the stories are to be used for tasks which require close examination of the text.

For early evaluation and descriptions of *Look and Read*, see 2.2, 2.8, 2.13, 3.13, 3.7.

1.17 MODULAR LEARNING PROGRAMMES

BOREHAM WOOD, HERTS. : C.I. AUDIO VISUAL, 1971 on.

About 60 programmes are currently available, originally designed as slide presentations with tape commentary. Fifteen of the programmes include a card pack with the text of the cassette or record and the illustrated version of the slides. These packs could be used selectively in a reading while listening situation for adolescents or adults sufficiently interested in the subject matter. A broad spectrum of titles is available, including many on informational topics.

1.18 PIRATE READING SCHEME RECORDINGS

LEEDS : E.J. ARNOLD, 1970.

(See handbook to the scheme by Sheila McCullagh, 1973 pp.20-22.)

The series combines *Griffin* and *Dragon Pirate* stories; three recordings are available on cassettes. The first cassette serves to introduce the series and is not a straight

recording of the texts. The other cassette recordings relate to the texts of the books but are set in the form of a play. When the story is over, as in the first cassette, the children are directed to their books again and asked to consider various questions.

The texts, in play form, are available as the *Dramatic Group Readers*. These are intended to provide purposeful group oral reading as well as giving further practice with the text.

1.19 PLAYS FOR READING

CARDIFF : DRAKE EDUCATIONAL ASSOCIATES, 1974.

This is a series of 22 multi-level plays for mixed ability groups. An interest age span from 8 years to 12 years is claimed. Each part in these plays is assigned a particular reading age (from 7.2 years - 13 years) so that children of differing reading skills may co-operate in reading a play together. A novel idea is the attempt to give the parts written at low reading ages a central position in the plot to increase the motivation of the poor readers. These materials are North American in origin and relatively expensive.

1.20 PRE-READING WORKBOOKS (Taped Series)

WOLVERHAMPTON : REMEDIAL SUPPLY COMPANY.

Six workbooks make up this series with corresponding tapes and reading books. Children are directed through the books to carry out certain activities e.g., *Make the hat black*. The books are gone through several times; each time the child is required to perform a different activity on each page. Activities require listening to a text and reading it aloud.

1.21 RACING TO READ RECORDINGS

TANSLEY, A.E., LEEDS : E.J. ARNOLD, 1970.

These six tapes introduce the basic sight vocabulary of the first three books of the *Racing to Read* series as well as supplying other language experience exercises. A tape workbook is also published.

1.22 READING ALONG, READ ALONE

BRIGHTON : SCOTT, FORESMAN, 1971.

Each of 20 hardback story books, with coloured illustrations, is

accompanied by an LP record or a cassette of the text. Titles include: *Ask Mr. Bear*, *Brownie*, *Emilo's Summer Day* and *Goggles*.

1.23 READING WORKBOOKS (Taped series)

WOLVERHAMPTON : REMEDIAL SUPPLY COMPANY.

This is a series of five books which employ a listen and repeat aloud approach, linked with various other reading related activities (including writing), the instructions for which are on tape. This series follows on from the *Pre-Reading Workbooks* and covers the range of reading ages from 4 years to 6+ years.

1.24 RECORD BOOK COMPANION SERIES

VARIOUS AUTHORS. LONDON : SCHOLASTIC PUBLICATIONS, 1972.

The narration on each of these inexpensive seven inch records (33-1/3 rpm) corresponds to the text of the illustrated paperbacks supplied. Amongst the seven sets available are the traditional tales of *The Gingerbread Man*, *Jack and the Beanstalk*, *Stone Soup* and *Henny Penny*. Both male and female readers are employed and incidental background music is included.

1.25 TAKE PART PLAY READINGS

HARMONDSWORTH : PENGUIN, 1972 on.

Each play reading part is of a certain level of reading difficulty from about 6 years reading age to 9+ years. Some simpler parts amount to little more than repeating a phrase previously spoken by a more competent reader or inserting an animal noise. Aural reinforcement is given to silent reading by following the text while others in the group read their parts aloud. Appropriate points for sound effects are marked with an asterisk in the text.

1.26 TELL-A-STORY

EDINBURGH : HOLMES McDOUGALL, 1973.

Two fairy stories for younger children are so far available in this series of books accompanied by professional readings of the texts. The stories are: *Jack and the Beanstalk* and *Goldilocks and the Three Bears*.

1.27 UNITS OF SOUND

BRANLEY W., CORSHAM, WILTS. : UNITS OF SOUND PRODUCTIONS, 1972.

The author of this taped remedial programme for older children and adults developed it while teaching reading in the Royal Army Educational Corps. The approach is described as 'linguistic and analytical', there being three stages catering for the reading age range 6½ years (letter recognition pre-supposed) to about 12 years. Each of the stages consists of a set of cassettes and large type books. The quality of the recording and the consistency and clarity of pronunciation are exceptionally good. Students are required to respond orally to the aural input, anticipating it if possible, whilst following a text which includes, e.g. blocks of structurally similar words and sentences. Students are started at appropriate points on the programme according to performance on a screening test provided. The author posits some interesting views on readability and presents his own method for assessing it in the *Notes for the Teacher* supplied with the scheme. This regular highly structured programme has been used by one of us with some success with adult illiterates. It is not recommended for children younger than nine years.

1.28 WE CAN READ

TAYLOR B. LONDON : UNIVERSITY OF LONDON PRESS, 1975

We understand from the publishers that thirteen titles are planned, each with a corresponding taped text. The books are 16 pages long and fully illustrated in colour. Titles include: *The Door That Would Not Open*, *Little Pig Went to Market*, *Little Donkey* and *Ugly Dudley*. Some attempt at vocabulary control has been made and it is claimed that the books are suitable for children who have reached the fourth book in most major published reading schemes.

2. DESCRIPTIONS AND ASSESSMENTS OF READING WHILE LISTENING METHODS

This section contains descriptions of reading while listening approaches and some assessment of commercially available materials. Empirical studies are not included here, however, since section 3 is devoted to them.

- 2.1 DAVIES, MARGARET 'REVIEW OF BBC LISTENING AND READING, STAGE I'
READING 8, no. 1, 1974, pp. 40-41.

The reviewer, a deputy headteacher, gives a generally favourable review of the Penguin version of the *Listening and Reading* series. (see 1.14) She points, however, to a number of printing errors, but suggests how they may be put to good use.

- 2.2 CHOVILL, CLARE 'READING ON TELEVISION'
IN AMY L. BROWN (ed), *READING: CURRENT RESEARCH AND PRACTICE*.
EDINBURGH : CHAMBERS, 1967, pp. 17 - 23.

The BBC producer responsible for the development of the use of television for reading here gives the rationale and early background for a number of series which later came to be known under the umbrella title of *Look and Read* (see 1.16)

- 2.3 DOOLAN, MOIRA F. 'LISTENING AND LEADING: A BBC SCHOOL RADIO PROGRAMME'

READING 6, no. 3, 1972, pp. 11 - 17.

The article describes the purpose of the BBC *Listening and Reading I* series (see 1.14) and quotes at length from a BBC report (see 2.12).

- 2.4 DOOLAN, MOIRA F., GRIFFITHS, JOAN & KERRY, J. 'LISTENING AND READING'

ENGLISH IN EDUCATION, 5, no. 3, 1971, pp. 37 - 38.

This article gives the rationale for the BBC *Listening and Reading* material, parts I, II and III. (see 1.14) The authors suggest that parts I and II should be used as the equivalent of a mother reading to the children with book open in front of her. Repetition is important but the material is not recommended for use in overt teaching.

The material in part III is described as strong adult writing to be enjoyed by slow readers. Although the material has been edited to some extent, the aim has been to preserve the original authenticity and force. Some writing of school children has been included.

- 2.5 GILLARD, H.C. 'AN AUDIO READING LABORATORY'
READING 3, no. 3, 1969, pp. 11 - 16.
 This report of a reading while listening project in a secondary school indicates how equipment may be devised cheaply. It also considers preparation of materials and discusses ways in which the method may be used.
- 2.6 GREENWOOD, G. 'USING THE NEW KEYWORD TAPES WITH SLOW LEARNING CHILDREN'
REMEDIAL EDUCATION 4, no. 2, 1969, pp. 101 - 102.
 A novel idea of using rhythmic musical accompaniment to practise and extend the reading of long span phrases is described. No experimental data, as to its effectiveness, is included.
 (see 1.11)
- 2.7 HUEY, E.B. 'THE PSYCHOLOGY AND PEDAGOGY OF READING'
 NEW YORK : MACMILLAN, 1908, pp. 274 - 275.
 Huey mentions a method of learning to read where children listen to their teacher's reading and then imitate what they hear. He cites the opinion of a fellow American educationalist that "some day the debris and obtrusive technique of reading methods may melt away into the simplicity of some such practice as this".
- 2.8 MORRIS, JOYCE M. 'TELEVISION AND READING'
 IN J. MERRITT (ed) *READING AND THE CURRICULUM*, LONDON : WARD LOCK, 1971, pp. 125 - 134.
 Joyce Morris, who was a consultant for the BBC's *Look and Read* programmes (see 1.16), gives the background to the development of the series up to 1970. She also draws attention to some problems. A particular difficulty is that the programmes must use Received Pronunciation, whereas many children do not do so. The point is strongly made that the series must necessarily contain some didactic material rather than be merely motivational. (This contrasts somewhat with the approach of the producers of the BBC's *Listening and Reading* : cf. 2.4.)
- 2.9 MOSELEY, D.V. 'THE ENGLISH COLOUR CODE PROGRAMMED READING COURSE'
 IN VERA SOUTHGATE (ed), *LITERACY AT ALL LEVELS*, LONDON : WARD LOCK, 1972, pp. 168 - 174.
 Moseley here describes the development and application of his course, and follows this with a description of the course itself.
 (see 1.10)

- 2.10 NEAL, G.R. 'USE OF THE TAPE RECORDER IN REMEDIAL EDUCATION'
REMEDIAL EDUCATION 4, no. 3, 1969, pp. 140 - 144.

The author favours 'using as many channels of input into the child's brain as possible', and so gives suggestions for visual, kinesthetic, and auditory programmes in remedial education. A practical guide to the development of a taped reading programme, which is aimed at the extension of a sight vocabulary, is included. This contains reading while listening to sentences containing the new words.

- 2.11 ROSEN, C.L. 'READING AND THE DISADVANTAGED: SOME PSYCHOLINGUISTIC APPLICATIONS FOR THE CLASSROOM TEACHER'

IN T.C. BARRETT AND D. JOHNSON (eds) *VIEWS ON ELEMENTARY READING INSTRUCTION*. NEWARK : INTERNATIONAL READING ASSOCIATION, 1973, pp. 12 - 21.

The writer describes a 'Choral Reading and Impress Technique' (p.16) used to enhance fluency in reading. This provides frequent exposure to print via oral reading experiences that are carried out in a natural conversational fashion. (cf. 3.5 and 3.6)

- 2.12 SCHOOL BROADCASTING COUNCIL FOR THE UNITED KINGDOM 'LISTENING AND READING'

SCHOOL BROADCASTS BULLETIN, OCTOBER 1972.

This describes two radio series (each with eight programmes) for children aged 6 to 8. The children listened to stories while following in a plain text. Figures for schools using the broadcasts are given, together with descriptive evidence from various sources on the value of the series. In addition, a project is reported in which teachers in two schools investigated, under the auspice of the National Council for Educational Technology, the various ways in which the materials could be exploited.
(see 1.14)

- 2.13 SHARPE, HELEN 'LEN AND THE RIVER MOB IN THE CLASSROOM'

IN J. MERRITT (ed) *READING AND THE CURRICULUM*, LONDON : WARD LOCK, 1971, pp. 141 - 143.

The writer describes and evaluates the use in a school of the BBC *Look and Read* series (see 1.16) which had as its story *Len and the River Mob*. One class of backward children aged 8-11 is reported on. No empirical evidence of effect is given but the conclusion is that the series was a success, and that

its success depended on 'its form, the excellence of the supporting publications and the enthusiasm and untiring efforts of the teacher'.

2.14 WEBSTER, J. : READING FAILURE

LONDON : GINN, 1967.

This describes (pp. 21 - 22) a programme-tape approach. In this reading while listening method the texts are prepared on rollers contained in a shoe box with a window cut out of the lid. The teacher prepares his own recording of the text, occasionally omitting a word and clicking his fingers into the microphone so that the student may supply the appropriate word from the printed text. Webster's *Rescue Reading* stores (also published by Ginn) are available in specially prepared strips for joining together to make continuous text reels. One wonders if book form texts without illustrations would work just as adequately as this roller method.

3. EMPIRICAL STUDIES OF READING WHILE LISTENING METHODS

This section contains references to all the empirical studies of reading while listening methods which we have been able to discover. No broad study appears to have been made and each of the researches listed here refers almost exclusively to one particular scheme or method.

- 3.1 BROWN, R.I. & BOOKBINDER G.E. 'PROGRAMMED READING FOR SPASTICS' *SPECIAL EDUCATION*, WINTER 1966, pp. 26 - 29.

This gives a general overview of the Clifton Audio Visual materials and descriptions of some experimental reports with small numbers of subjects. The materials were found to be effective when used for 10 - 15 minutes daily with various groups, including slow learners, sub-normal adults, spastics, and children of normal intelligence who have particular reading problems. (see 1.8)

- 3.2 CHOMSKY, CAROL 'WHEN YOU STILL CAN'T READ IN GRADE THREE' UNPUBLISHED INVESTIGATION, CAMBRIDGE, MASS. : HARVARD GRADUATE SCHOOL OF EDUCATION, 1974.

Five slow readers in grade three read and re-read tape-recorded stories of their own choice repeatedly until fluency in oral reading was achieved (approximately 20 listenings per story). The text was then analysed through a variety of language games with the purpose of leading children from rote recognition of the text to interpretation of features of the writing system. The procedure appeared to lead to a rapid increase in reading fluency. Confidence and motivation were also thought to have improved.

- 3.3 CLARK, MARGARET M. 'THE USE OF TELEVISION WITH BACKWARD READERS IN THE GLASGOW AREA' IN AMY L. BROWN (ed), *READING : CURRENT RESEARCH AND PRACTICE* EDINBURGH : Chambers, 1967, pp. 24 - 32.

This is a report of a study of the use in eight schools of a recorded form of a BBC experimental *Look and Read* series (see 1.16). The study was not designed as a controlled experiment, but the following conclusions were drawn from observation and discussion in school and from test results. Some conclusions were: that children following the programmes appeared to

benefit; that it is not so important to limit the chronological age range of a group of viewing children as to limit their ability range; that fuller notes for teachers were desirable; that the programmes demanded follow-up work; and that the administrative difficulties necessitated by arranging viewing under good conditions could be overcome, and were worth overcoming. The point is made, however, that it is difficult to separate the effect of the programmes from the effect of extra individual attention in follow-up work.

- 3.4 GRANT, R. 'WHEN THE SPEED OF THE TAPE DECEIVES THE EYE'
TIMES EDUCATIONAL SUPPLEMENT, no. 3106, 6 DECEMBER 1974, p. 29.
Eighty children ranging in chronological age from five to eleven years were observed as they listened to and read texts recorded at different rates. The first two passages of each of the forms (A, B, and C) of the Neale Test (see 5.5) were recorded at progressively faster speeds. A metronome was used when recording the test passage to produce regular rates ranging from 48 to 120 w.p.m. A positive relationship between reading age and rate of delivery of the listening text was found and the conclusion was drawn that rate must be considered when recording material to be used for reading while listening with children with reading ages below about six. (cf. 3.8)

- 3.5 HECKELMAN, R.G. 'A NEUROLOGICAL IMPRESS METHOD OF REMEDIAL READING INSTRUCTION'
ACADEMIC THERAPY, 4, no. 4, 1969, pp. 277 - 282.
In 1952, a method analogous to that used with stutterers and known as the impress method was attempted with a reader. It was hypothesized that if a reader could hear another's voice reading the text as he also read it aloud, a new learning process could be established and the older, defective learning process might be suppressed. Thus, student and teacher read aloud simultaneously at a rapid rate with no prior preparation of the text or subsequent analysis. An experiment using the method for a total of 7 hours with 24 slow readers from grade seven to sophomore year showed statistically highly significant gains in reading scores but the magnitude of the gains varied greatly amongst individuals. (cf. 2.11 and 3.6)

- 3.6 HOLLINGSWORTH, P.M. 'AN EXPERIMENT WITH THE IMPRESS METHOD OF TEACHING READING'

THE READING TEACHER, 24, no. 2, 1970 pp. 112 - 114.

This study used the impress method (see 2.11 and 3.5). Eight fourth-grade subjects used the EFI Language System to listen to a tape of a text which they read while they listened. Texts were at six levels of difficulty. Each subject read 30 different stories at 30 different sessions: 10 at his reading grade level, 10 one grade below, and 10 one grade above. Subjects read aloud into a microphone as they listened simultaneously to the text. There were no significant differences in reading as measured by the Gates McGinitie Test between experimental and control groups between pre- and post-tests. It was concluded that the method was not effective with these subjects but might possibly be more useful with remedial readers.

- 3.7 MEE, ELLEN, C. 'TELEVISION AND BACKWARD READERS IN THE JUNIOR SCHOOL'

SCHOOL BROADCASTS BULLETIN, MAY 1967.

The bulletin reports on the development of the *Look and Read* series (see 1.16) which it describes and for which it gives the rationale. Some survey evidence on the success of the series is given; this is accompanied by a summary of an unpublished empirical enquiry conducted by East Suffolk Education Authority.

Subjects, 210 children at primary schools (chronological age not given), constituted three groups. Group I followed the *Look and Read* series. Group II used the book for the series with their teacher, but did not watch the television programme.

Group III acted as a control. (What was done by Group III in place of the *Look and Read* activities is not given.)

Pre- and post-testing was by the Holborn Scale and by a test constructed from a sample of the word list used in the series. Results indicated that Groups I and II both made significantly more progress than Group III, but that the differences between post-test scores for Groups I and II were not statistically significant. Certain drawbacks in research method were noted.

- 3.8 NEVILLE, MARY, H. 'THE EFFECT OF RATE OF AN AURAL MESSAGE ON LISTENING AND ON READING WHILE LISTENING'

EDUCATIONAL RESEARCH, 1975, forthcoming.

One hundred and eighteen middle-school children of normal reading ability were divided into two groups. One group read three passages of the Neale Test (see 5.5) of equivalent reading difficulty while paced aurally by recordings of the passages at three different rates: 80, 108 and 135 w.p.m.; the other group only listened to these recordings. Scores on comprehension questions showed no difference in difficulty for the listening group relative to the rate of the message. In the reading group, scores were higher the slower the rate of the aural pacer and this effect was found also for 18 remedial readers of the same chronological age. Boys in all groups performed significantly better than girls. (cf. 3.4)

- 3.9 NEVILLE, MARY, H. and PUGH, A.K. 'AN EXPLORATORY STUDY OF THE APPLICATION OF TIME-COMPRESSED AND TIME-EXPANDED SPEECH IN THE DEVELOPMENT OF THE ENGLISH READING PROFICIENCY OF FOREIGN STUDENTS'

ENGLISH LANGUAGE TEACHING, JULY 1975 (in press).

This reports a short investigation with seven foreign students of low English proficiency. A recording of the text was used as an 'aural pacer' to accompany the students' reading of simple English texts. The tapes were at first expanded to 120 per cent of the original recorded time and later used at the normal rate. Finally, they were compressed to 80 per cent of the original recorded time. The effects of the training appeared to be beneficial and the students enjoyed working with pacers of differing rates. Testing showed that the increasing rate of the pacer tape made comprehension more difficult.

- 3.10 NEVILLE, MARY, H. and PUGH, A.K. 'AN EMPIRICAL STUDY OF THE READING WHILE LISTENING METHOD'

A PAPER PRESENTED TO THE ELEVENTH ANNUAL CONFERENCE OF THE U.K. READING ASSOCIATION, 1974 (to be published).

The paper describes two studies using the BBC *Listening and Reading* material with slow readers of chronological ages nine and ten. Using a Tandberg Group Trainer, the children listened to the tapes as they read. In the first study, one group of 12 children listened to the tapes at the 'normal' rate

while a similar group of 12 children heard the same tapes expanded for playback to 133 per cent of the original production time. All children improved their reading during the one term of the experiment but there was no difference between the performance of the two experimental groups or between experimental and control groups. In the second study, the poorest readers listened to the slowed tapes and those with relatively higher reading scores to the 'normal' tapes. The children who listened to the slowed tapes made significant progress between pre- and post-tests. In the 'normal' group there was a great increase in the variance, reflecting very uneven performance in the comparison of pre- to post-tests. The method seemed to help some children a good deal even without much active teaching. Slowed tapes, together with intensive reaching, seemed to be successful with very poor readers. (see 1.14)

- 3.11 STICHT, T.G. et al. AUDING AND READING : A DEVELOPMENTAL MODEL DRAFT TECHNICAL REPORT, US AIR FORCE CONTRACT F4 1609-73-C-0025, 1974. An investigation of the effect of varying the rate of listening while reading with two groups of adults of quite different ability is reported. Retention of information which a group of college students listened to while reading was fairly constant as rate of the aural material was increased from 129 w.p.m. to 228 w.p.m. and then to 338 w.p.m. However, the retention of a group of 'minimally literate men' declined considerably with increase in the rate of the aural pacer.

- 3.12 TOBIN, M.J. PROGRAMMED INSTRUCTION AND BRAILLE LEARNING BIRMINGHAM : UNIVERSITY OF BIRMINGHAM RESEARCH CENTRE FOR THE EDUCATION OF THE VISUALLY HANDICAPPED. 1971. This reports on a number of experiments into methods of teaching braille, including the use by blind people of teaching programmes using tape recorders. In addition to reporting researches into tactual/auditory reading skill, mention is made of the use in schools for the blind of tapes which accompany a braille text and which are intended to develop greater speed in reading braille.

4. THEORETICAL ISSUES RELATED TO READING WHILE LISTENING

This section contains references to a number of issues of concern to those who use reading while listening methods. The issues are major ones but they cannot be covered in full here: instead, we have mainly referred to books and articles which review work of relevance to matters such as the relationship between reading and listening skills, the possibility or otherwise of giving attention to both text and sound, and the vexed topic of subvocalisation. Another field which has a large literature of its own is rate-altered recording, also known as compressed and expanded speech. Since this has applications in preparing tapes for reading while listening, reference is given here to a full bibliography on the topic.

4.1 BROADBENT, D.E. PERCEPTION AND COMMUNICATION OXFORD : PERGAMON PRESS, 1958.

This author postulates an 'attention mechanism' which operates in directing attention to information input channels. It could be argued that the simultaneous giving of attention to visual and aural modes is impossible if such an attention mechanism operates under such conditions.

4.2 BUSWELL, G.T. NON-ORAL READING - A STUDY OF ITS USE IN THE CHICAGO PUBLIC SCHOOLS SUPPLEMENTARY EDUCATIONAL MONOGRAPHS, no. 60, CHICAGO : UNIVERSITY OF CHICAGO, 1945.

In 1935 James McDade, then Assistant Superintendent of Schools for Chicago, initiated an experiment lasting ten years, during which time a large proportion of Chicago children in the first two years of schooling learnt to read without recourse to oral decoding. Buswell, reporting the experiment, states that by grade VI 21 per cent of children taught by conventional oral methods showed overt signs of vocalisation as against 17 per cent of those taught initially by the non-oral method. The experimental and statistical procedures are open to criticism, but the report is interesting for its advocacy of an approach which has been highly influential, even if it seems somewhat inappropriate in the extreme form presented by Buswell.

4.3 CONRAD, R. 'SPEECH AND READING'

IN J.F. KAVANAGH AND I.G. MATTINGLY (eds) *LANGUAGE BY EAR AND BY EYE*, CAMBRIDGE, MASS.: M.I.T. PRESS, 1972, pp. 205 - 240.

This contains a thorough review of studies relating to subvocalisation in adults, young children and, Conrad's own special

sphere of interest, the profoundly deaf. The conclusions are that silent speech (subvocalisation) in reading is nearly universal in cultures where alphabets are used, and that the presence of silent speech is almost certainly an aid to reading with understanding, rather than being simply a result of our learning to read by reading aloud.

- 4.4 DALY, B.V. (1975) 'DEVELOPING AURAL SKILLS WITH SOME CONSIDERATION OF THEIR ROLE IN DEVELOPING READING FLUENCY'

IN W. LATHAM (ed) *THE ROAD TO EFFECTIVE READING*
LONDON : WARD LOCK, 1975, pp. 120 - 129.

This paper reviews a number of areas which touch on reading while listening: listening research, aural reading, and listening skills in relation to reading skills. A section dealing with aural methodology and materials includes some suggestions for reading while listening methods.

- 4.5 DUGGINS, LYDIA, A. 'THEORY AND TECHNIQUES OF AUDITORY PERCEPTION AS AN APPROACH TO READING'

IN O.C. CAUSEY (ed) *THE READING TEACHER'S READER*, NEW YORK : RONALD PRESS, 1958, pp. 35 - 39.

It is argued that the child, as he reads, must learn to listen to print. The reader reacts to the symbols on the printed page to bring visual and auditory perceptions simultaneously to the formation of a perceptual pattern.

- 4.6 DUKER, S. TIME-COMPRESSED SPEECH - AN ANTHOLOGY AND BIBLIOGRAPHY IN THREE VOLUMES

METUCHEN, N.J. : SCARECROW PRESS, 1974.

Volumes 1 and 2 contain 36 selected articles on theory, research and practical applications. The sections particularly relevant to reading and listening improvement are in volume 2, which also gives 19 patents, showing various methods of altering the rate of recordings. The bibliography (456 items) forms volume 3, and includes all items examined by the compiler and relating directly and specifically to time-compressed speech, as well as some more 'borderline' references.

- 4.7 GOODMAN, K.S. *THE PSYCHOLINGUISTIC NATURE OF THE READING PROCESS*
DETROIT : WAYNE STATE UNIVERSITY PRESS, 1968.

In the introductory chapter (pp. 13 - 26) of this collection of

papers by various authors, Goodman proposes models of three stages of reading development. The models suggest that as reading proficiency improves, there is a 'telescoping' or reduction in the number of process operations required to achieve meaning from a text. Thus, for example, the need to say words disappears as, at a later stage, does the need to 'listen in' to a text. Goodman sees the development of reading fluency through these stages as largely resulting from greater familiarity with the cue systems operating in written language.

- 4.8 HILDRETH, GERTRUDE 'THE ROLE OF PRONOUNCING AND SOUNDING IN LEARNING TO READ'

ELEMENTARY SCHOOL JOURNAL, 55, 1955, pp. 141 - 147.

Hildreth discusses here the need for the beginner to read aloud. Shifting from oral to silent reading is seen as a learning process that takes place normally in the course of practice and as reading habits mature.

- 4.9 HOCHBERG, J. 'COMPONENTS OF LITERACY : SPECULATIONS AND EXPLORATORY RESEARCH'

IN H. LEVIN AND JOANNA P. WILLIAMS (eds) *BASIC STUDIES ON READING* NEW YORK : BASIC BOOKS, 1970, pp. 74 - 89.

Hochberg argues that reading is a mix of many different kinds of activities, sustained by different goals and mediated by different skills. Drawing partly on evidence from experiments (which he himself describes as primitive and nonselective) he suggests that the strategies and goals of skilled adult readers differ from those of poor and beginning readers. High reading speeds in experienced readers are to be explained by their ability to sample a text and not in terms of their greater 'graphemic sensitivities'. This paper agrees with the view (see 4.7, 4.13) that rapid silent reading is different in kind from oral reading, and implies that the role of subvocal activity varies with the type of reading being done.

- 4.10 LANGMAN, MURIEL POTTER, THE READING PROCESS: A DESCRIPTIVE INTERDISCIPLINARY APPROACH

GENETIC PSYCHOLOGY MONOGRAPHS, 62, 1960, pp. 1 - 40.

Langman states that the child of six is already an able 'context listener'. She estimates that the auditor hears only about 75 per cent of the message and supplies the rest by lip reading or guessing from context. She suggests that, for the normal child, reading aloud and monitoring the response 'by ear' to see whether the material is meaningful is the natural way to begin.

- 4.11 NEVILLE, MARY H. 'EFFECTS OF ORAL AND ECHOIC RESPONSES IN BEGINNING READING'

JOURNAL OF EDUCATIONAL PSYCHOLOGY, 59, no.5, 1968, pp.362-369.

Ninety-six six-year-old children in three groups at each of two learning aptitude levels were compared to test the hypothesis that giving an echoic or oral response immediately before silent reading will, by encouraging the application of intonation patterns to beginners' reading, improve achievement and also reduce vocalisation. Echoic and oral training reduced vocalisation and the echoic group read more fluently. There were no group differences for word identification or reading comprehension.

- 4.12 NEVILLE, MARY H. and PUGH, A.K. 'CONTEXT IN READING AND LISTENING: A COMPARISON OF CHILDREN'S ERRORS IN CLOZE TESTS'

BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, 44, 1974, pp.224-232.

Sixty-six children aged 9 - 10 years were tested in two groups with two parallel cloze tests of reading comprehension. The same tests were then given as cloze tests of listening comprehension. Each group received different parallel forms in each of the language modes. The scores for the listening tests for both groups were significantly lower than the reading scores, although the proportions of types of linguistic error in each mode were similar. The paper investigates the way in which a child uses the context when he reads and when he listens and the findings thus have implications for reading while listening.

- 4.13 PUGH, A.K. THE DEVELOPMENT OF SILENT READING

IN W. LATHAM (ed) *THE ROAD TO EFFECTIVE READING*
LONDON : WARD LOCK, 1975, pp. 110 - 119.

The paper briefly surveys the historical development of silent reading and its present role in society. Its central concern,

however, is with the skills used in silent reading, especially with means of identifying, studying and developing those skills. True silent reading, it is suggested, is different in kind from earlier types of reading (i.e. oral and aural reading). Nevertheless, it is strongly argued that it is erroneous to suppose that the model of the adult reader is a model for a child to copy; rather, it is a model of what should be attained by routes which most likely include the oral and aural stages.

- 4.14 RIVERS, WILGA, M. 'TEACHING FOREIGN LANGUAGE SKILLS'
CHICAGO : UNIVERSITY OF CHICAGO, 1968.

This comprehensive book on foreign-language teaching includes one chapter (Ch.9) on reading skills. Rivers is mainly concerned with developing silent reading fluency and proposes six developmental stages through which a learner must progress. These stages range from group reading aloud to independent use of a wide range of foreign language materials. Stress is laid on the importance of both intensive and extensive reading at the later stages. Especially at stage 2, approaches somewhat similar to reading while listening are advocated.

- 4.15 ROGERS, J.R. 'A FORMULA FOR PREDICTING THE COMPREHENSION LEVEL OF MATERIAL TO BE PRESENTED ORALLY'

JOURNAL OF EDUCATIONAL RESEARCH, 56, 1962, pp. 218 - 220.

Several studies have shown that readability formulas do not validly measure listenability. This article briefly indicates the development of a measure of listenability which depends on the length of 'idea units' and the frequency of commonly used words.

- 4.16 SOKOLOV, A.N. INNER SPEECH AND THOUGHT

MOSCOW : PRESVESHCHENIE PRESS, 1968. (TRANS. G.T. ONISCHENKO, NEW YORK : PLENUM PRESS, 1972).

This book is concerned with the role of inner speech in various activities. Sokolov reports his own work undertaken between 1940 and 1965, and also reviews in some detail the work of fellow Russians and others. Parts of the book are extremely valuable for considering the role of silent inner speech and subvocal activity in reading and in listening.

- 4.17 WEINTRAUB, S. AUDITORY PERCEPTION AND DEAFNESS
NEWARK, DELAWARE : INTERNATIONAL READING ASSOCIATION (ERIC/CRIER)-
I.R.A. READING RESEARCH PROFILES SERIES), 1972.

This bibliography gives annotated references under three headings: audition, which includes the effect of listening instruction on reading performance (55 references); auditory abilities (124 references); and deafness (18 references).

- 4.18 WILKINSON, A. 'ORAL CONSTRAINTS AND READING ACQUISITION'
EDUCATIONAL REVIEW 22, no.1, November 1969, pp. 103 - 116.

This article discusses the importance of the child's level of oracy when he starts to read, arguing that prediction in reading will not be possible unless the child is already familiar in the oral language with the type of sentence 'patterns' he will read. Thus, some approaches in the training of 'prediction' in reading may be ineffectual if they attempt to cure a symptom without looking for its underlying cause. The author suggests, therefore, more specific pre-reading and remedial oracy training, since oracy is the basis of literacy.

- 4.19 WILKINSON, A. 'RESEARCH IN LISTENING COMPREHENSION'
EDUCATIONAL RESEARCH 12, 1969 - 70, pp. 140 - 144.

A useful summary is given of American literature on such topics as:

The time spent in listening

Listening efficiency

Training in listening

Listening skills

The relationship between listening and reading
and between listening and speaking.

Wilkinson makes the point that American listening tests are 'essentially literary in operation' and in that way may not differ much from reading tests. He contrasts his own Schools Council Listening Tests (see 5.6) which are based on recorded spoken language, with the American listening tests.

5. TESTS OF LISTENING AND READING

This section contains references to tests of listening, and to two tests of reading which have been used in studies of reading while listening. Also given are three sources of further information on tests of reading. In addition to the tests mentioned here, there are a number of comprehensive tests of language ability, parts of which assess listening skills.

The early tests of listening were devised in the United States and were modelled on tests of reading comprehension. The resulting use of a written style of language in listening tests has been criticised by Wilkinson (see 4.19). Nevertheless, they may be eminently suitable for adaptation as tests of reading while listening. Rogers' (4.15) findings on 'listenability' are of relevance to the selection and adaptation of tests for listening.

Some tests of reading may be suitable for adaptation for reading while listening; they might also be used to assess gains in reading performance resulting from a course of reading while listening.

5.1 BROWN-CARLSEN LISTENING COMPREHENSION TEST

BROWN, J.I. AND CARLSEN, G.R. NEW YORK: WORLD BOOK CO., 1953-1955.
GRADES 9 - 13. TWO FORMS, AM and BM.

A local examiner reads the stimulus materials and the examinee marks the responses on a separate answer sheet. The test is in five parts:

1. Immediate recall
2. Following directions
3. Recognising Transitions
4. Recognising Word Meanings
5. Lecture Comprehension

5.2 DURRELL LISTENING-READING SERIES

DURRELL, D. NEW YORK: HARCOURT BRACE JOVANOVIH, 1969 - 1970.
GRADES 1 - 2, 3 - 6, 7 - 9. TWO FORMS AT EACH OF THREE LEVELS.

The listening tests (3 subtests) provide 'potential reading grade equivalents' and the reading tests (3 subtests) provide 'actual reading grade equivalents'. The potential minus the actual reading grade equivalent is called the differential score and, according to Durrell, a positive differential score implies reading retardation.

5.3 ENGLISH PICTURE VOCABULARY TESTS

BRIMER, M.A. AND DUNN, L.A. BRISTOL: EDUCATIONAL EVALUATION ENTERPRISES, 1973.

The individual test, standardised on ages 2.10 - 18.00, is intended to indicate the level of difficulty of English words to which the child can listen with understanding. The testing situation requires the child to choose from four pictures the one which corresponds to a stimulus word. Results are claimed to be indicative of general verbal ability as well as a direct measure of passive listening vocabulary.

The manual is well documented with standardisation details and with research reports on the validity of the measure. A version suitable for group administration is also available.

5.4 GAP READING COMPREHENSION TEST

MCLEOD, J. AND UNWIN, D. LONDON: HEINEMANN EDUCATIONAL, 1970.

This is a cloze test of reading comprehension for group administration with a chronological age range of approximately 8 - 11 years.

There are two alternative forms, B and R, to decrease cheating during administration but a child may be given both forms and his aggregate score converted, by reference to the normative data, to one reading age.

This test has also been used as a test of listening (see 4.12).

5.5 NEALE ANALYSIS OF READING ABILITY

NEALE, MARIE, D. LONDON: MACMILLAN, (2nd ed.) 1966.

This is an individual test of oral reading for chronological ages approximately 6 - 13 years. It has six test passages graded in difficulty in each of three equivalent forms and each passage also has a picture associated with it. Normative data is available for scores of accuracy and comprehension as well as for rate of reading.

Passages from the Neale Test have been used as a test for listening and reading while listening. (see 3.4 and 3.8)

5.6 SCHOOLS COUNCIL ORACY PROJECT : LISTENING COMPREHENSION TESTS

LONDON : MACMILLAN EDUCATIONAL, 1975 (forthcoming).

This test comprises three test batteries: A (chronological age 10+); B (chronological age 13+), and C (chronological age 17+) with tapes, test manuals, answer booklets and answer keys. Each battery contains

all or most of the following subtests: content, contextual constraint (making use of context to predict or guess); phonology; linguistic register; relationship (as revealed by speech). These tests reflect a linguistic analysis of listening ability. The authors hope that study of the tests themselves may provoke a fresh approach to teaching listening in the classroom. The developmental background and rationale for the tests is given in detail in: Wilkinson, A.M., Stratta, L. and Dudley, P. *THE QUALITY OF LISTENING*, London: Macmillan Educational, 1974.

5.7 ORR-GRAHAM LISTENING TEST

ORR, D.B. AND GRAHAM, W.R.

SILVER SPRING, MARYLAND : AMERICAN INSTITUTE FOR RESEARCH 1968.

This test was designed for Junior High School boys and is especially suitable for disadvantaged eighth grade (14 year old) boys.

There are two forms, both available on 3 1/2" tape or in script with multiple choice questions on the text. A series of short paragraphs is presented, each paragraph being followed by the questions in a manner similar to conventional reading comprehension tests.

5.8 PROGRESSIVE ACHIEVEMENT TESTS OF LISTENING COMPREHENSION

WELLINGTON : NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH, 1971.

This group test is in eight parts and is for use with children of chronological ages approximately 7 - 14. It is in two equivalent forms, A and B. The test is designed to measure simple recall skills (receptive listening) and inferential comprehension (reflective listening). Types of passages used (each between approximately 100 and 400 words) include narration, description, exposition, argument and directions. Passages are read by the examiner. Normative data is available for 11 levels of achievement and results are to be used diagnostically at the beginning of the school year with regard to listening skill and for comparison of reading and listening ability. The test is influenced by the American tests of listening.

5.9 SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS : LISTENING TEST

PRINCETON, N.J. : EDUCATIONAL TESTING SERVICE, 1958.

The tests are part of a comprehensive achievement test battery

for grade range 4 - 14. There are tests of 4 levels with alternative forms A and B at each level. Test items are categorised as 'plain sense comprehension', 'interpretation', 'evaluation', and 'application'. The type of material used is classified as: directions and explanation, exposition, narration, argument and persuasion, and aesthetic. Passages are read by the examiner. Test questions (multiple choice) are printed on the pupils' answer sheets but are also read aloud by the examiner.

5.10 TESTS OF PROFICIENCY IN ENGLISH : LISTENING TEST

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH. LONDON : GINN, 1973.

These tests are for the age range 7 - 11. The listening tests are independent of the other tests in the battery and are in three subtests with subtest three in two parts. The scripts for subtests two and three are recorded on tape in cassette form. The tests are diagnostic as well as tests of proficiency. They are content referenced and are designed to produce individual skill profiles, particularly of immigrant children, although they may also be used with native English children. The skills tested include: discrimination of the sounds of English; recognition and understanding of English words; understanding of exposition, argument, statements, questions, descriptions; ability to perceive and respond appropriately to variations in register, etc. of spoken language.

5.11 READING TESTS AND REVIEWS

Ed. O.K. BUROS, HIGHLAND PARK, N.J. : THE GRYPHON PRESS, 1968. *The Mental Measurements Yearbooks* (also edited by Buros) give information on all psychological tests. This associated monograph includes a comprehensive bibliography of all reading tests known to be in print as of May 1968, including tests developed in England. It gives information about tests and descriptions of them, together with brief reviews and references to other published sources of information on the tests.

5.12 READING TESTS 1975

CENTRE FOR THE TEACHING OF READING : SCHOOL OF EDUCATION, UNIVERSITY OF READING, 1975.

The booklet, intended for teachers, includes most tests of

reading currently available in the United Kingdom. Bibliographical details, price, age range and a brief description are given for each test.

5.13 READING : WHAT CAN BE MEASURED?

FARR, R. : NEWARK, DELAWARE: INTERNATIONAL READING ASSOCIATION, 1969.

Farr provides a useful guide to (then current) American tests of reading together with a critical appraisal of the tests, their limitations and their applications. The general theme is that reading abilities are more complex and less readily capable of measurement than is sometimes assumed.

APPENDIX

ADDRESSES OF PUBLISHERS OF MATERIALS

- Arnold, E.J. Ltd., Butterley Street, Leeds LS10 1AX.
- BBC Publications, 35 Marylebone High Street, London W1M 4AA.
- Bell and Howell A-V Ltd., Alperton House, Bridgewater Road,
Wembley, Middx.
- Buena Vista Records, Walt Disney Productions Ltd., 83 Pall Mall,
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